



Equity Quarterly Review

September 30, 2021

GOAL 1
THRIVING
STUDENTS

GOAL 2
ENGAGED
COMMUNITY

GOAL 3
EMPOWERED
STAFF

Audit and 3 Year Trend Report

Programs of Advanced Academics Evaluated

Pre Advanced Placement
Advanced Placement
ONRamps
ACT/SAT
Dual Credit



Other Programs Evaluated


Gifted and Talented
Career and Technology
In School Suspension
Out of School Suspension

Overarching Statements

1. Overrepresentation of AA students in disciplinary situations
2. Underrepresentation of AA and Economically Disadvantaged students in advanced academic programs.

$$\text{Disparity}/\#\text{Student} = \% \text{ Disparity} * \text{Total Number in Program}$$

Calculation of Data



		2019-2020				
	Sub Pop	%	GATE	%	Disparity	Dis/#Stds
Male	8,246	51.6%	653	50.9%	-0.74%	-10
Female	7,750	48.4%	631	49.1%	0.74%	10
Hispanic	5,347	33.4%	477	37.1%	3.75%	48
AMIN	36	0.2%	3	0.2%	0.00%	0
Asian	688	4.3%	148	11.5%	7.23%	93
AA	7,214	45.1%	344	26.8%	-18.31%	-235
Nat AM	25	0.2%	2	0.2%	-0.02%	0
White	2,037	12.7%	287	22.4%	9.65%	124
2 or More	646	4.0%	15	1.2%	-2.87%	-37
ECO	11,428	66.6%	727	56.6%	-9.98%	-128
# Student	15,996					
# GT	1284					
%GT	8.0%					

DISTRICT YEARLY GOALS

2020



Gifted and Talented

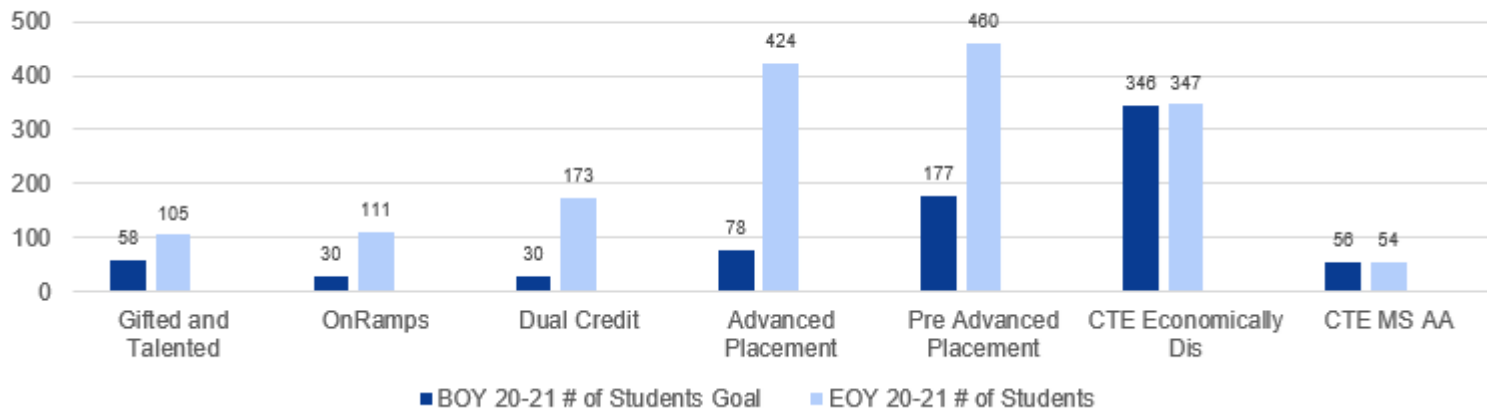
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By the end of the 2020-21 academic year:

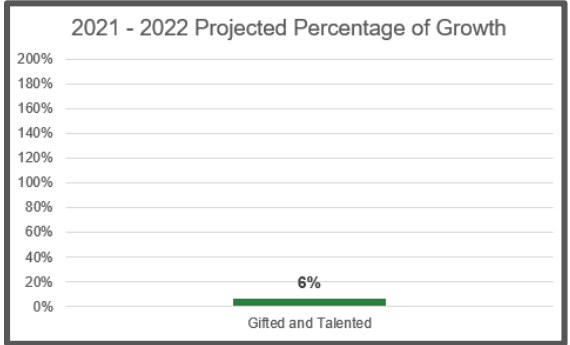
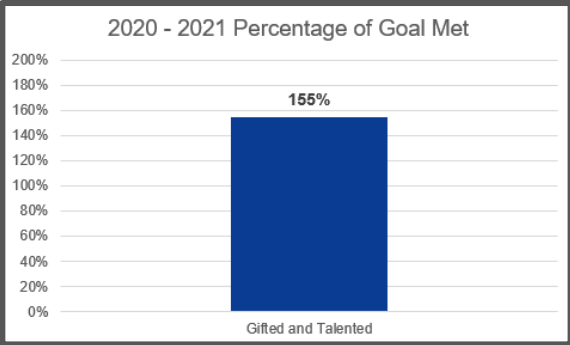
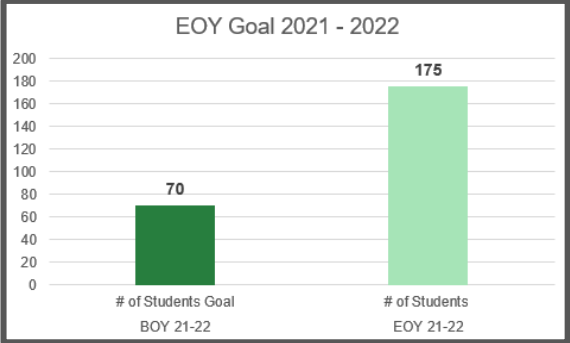
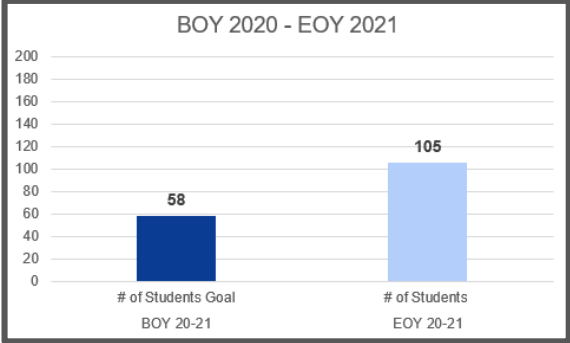
AA and Eco will increase + 5-6 percentage points (58 students= 1/3 of total 175) of those identified for GT services.

Action Item 1	1/6 Weeks Sept 8-Oct 16	2/6 Weeks Oct 19-Dec 4	3/6 Weeks Dec 7- Jan 22	4/6 Weeks Jan 25 - Mar 5	5/6 Weeks Mar 8- Apr 30	6/6 Weeks May 3 - Jun 11
How will the review of Talent Pool students' scores impact closing the disparity gap of AA and eco dis?	● Talent pool students - local norm of 117 on one qualifying assessment - identify as GT - code in Skyward committee	● Pull-out services begin for newly identified students from the Talent Pool (94 - ECO; 44 AA)	● Progress monitor ... who? GT to CPR's, 3 year trend of STAAR to GT indicator	● Progress monitor GT talent pool to monitor classroom assessments and performance (94 - ECO; 44 AA)	● Progress monitor GT talent pool to monitor classroom assessments and performance	● Progress monitor GT talent pool to monitor classroom assessments and performance
How will creating campus/sub pop norms positively impact Fall 2020 GT identification for targeted groups?	● Nominate and identify targeted group for GT placement. (95 AA/ECO students)	● Complete identification of 3rd and 5th graders for GT services - services begin immediately (169)	● Progress monitor classroom performance and district assessments of the targeted group. Appropriate intervention as needed.	● Progress monitor classroom performance and district assessments of the targeted group. Appropriate intervention as needed. ● Review the last two years testing and qualify those	● Progress monitor classroom performance and district assessments of the targeted group. Appropriate intervention as needed.	● Progress monitor classroom performance and district assessments of the targeted group. Appropriate intervention as needed.

District Yearly Equity Goals



Gifted and Talented Equity Goal Update



Yearly Goal: AA and Eco will increase + 5-6 percentage points (58 students = $\frac{1}{3}$ of total 175) of those identified for GT services.

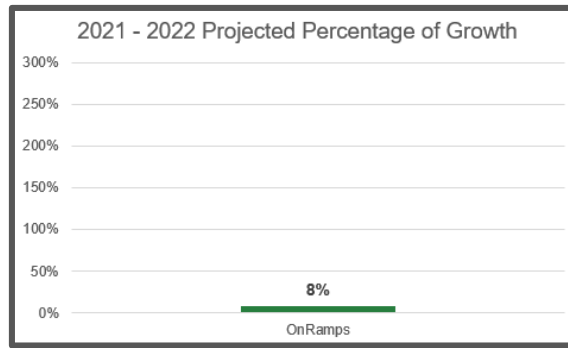
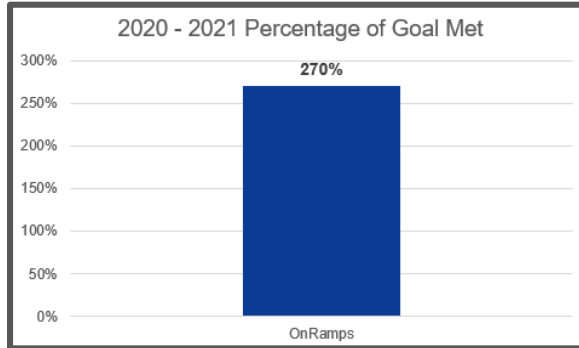
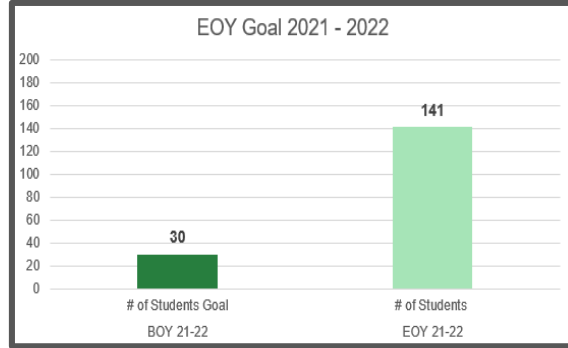
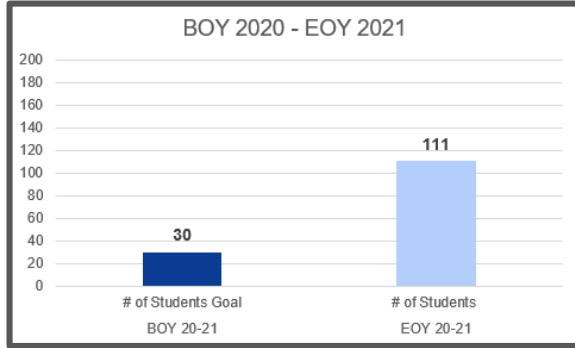
Established 20-21 GT goal was surpassed by 47 students. The 21-22 GT goal is to increase by 19% or 70 students

ACT/SAT Equity Goal Update

African American and Economically Disadvantaged students (140) will participate in SAT/ACT Boot Camp.

Test	18-19	19-20	20-21	Growth +/-
SAT	899	866	898	+3.7%
ACT	14.8	14.7	16.1	+9.5%

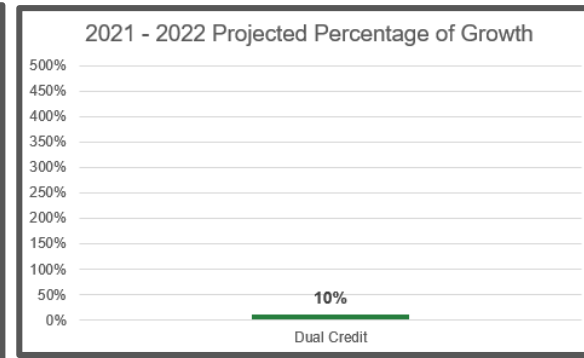
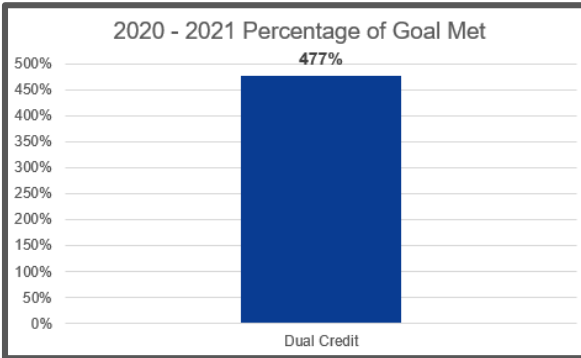
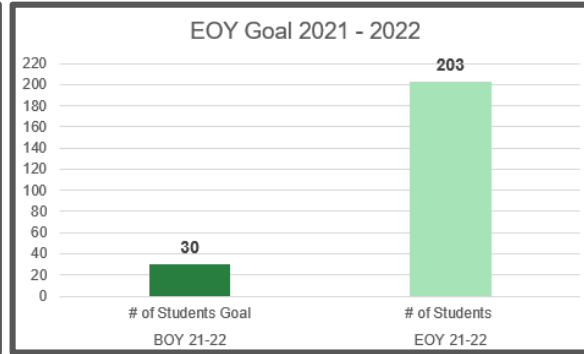
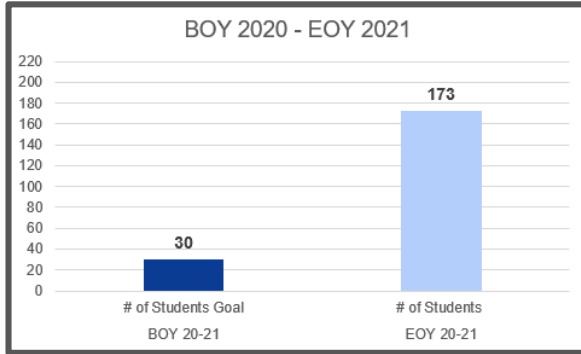
OnRamps Equity Goal Update



Yearly Goal: African American Enrollment will increase + 8% (30 students) in participation in OnRamps enrollment by the end of the 2020-21 academic year.

Established 20-21 goal was surpassed by 81 students. The 21-22 goal is to maintain the growth using advising and recruitment.

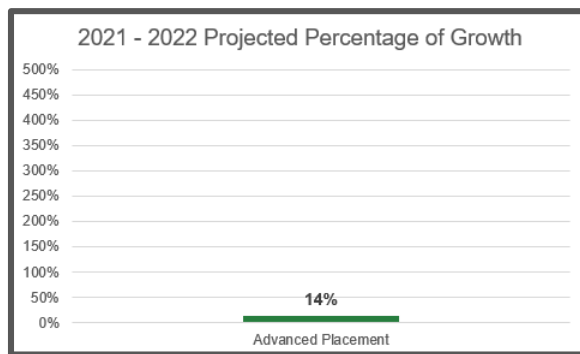
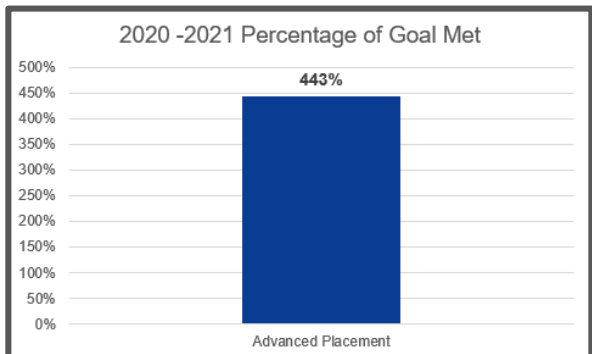
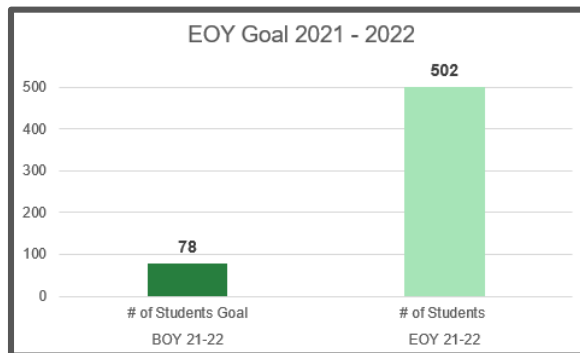
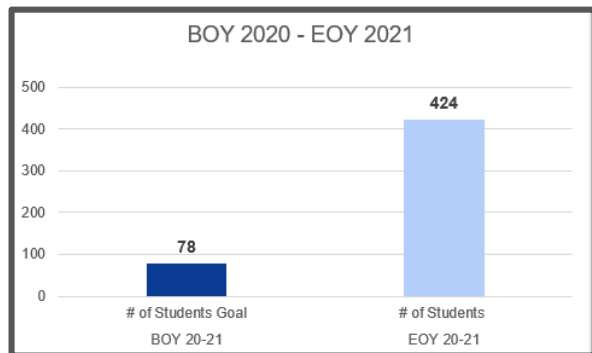
Dual Credit Equity Goal Update



Yearly Goal: African American Males will increase +10% (30 students) in TCC dual credit enrollment.

Established 20-21 goal was surpassed by 143 students. The 21-22 goal is to maintain growth using advising, recruitment, and extended opportunities for TSIA testing.

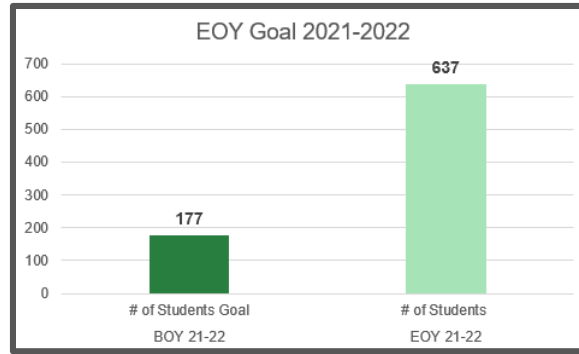
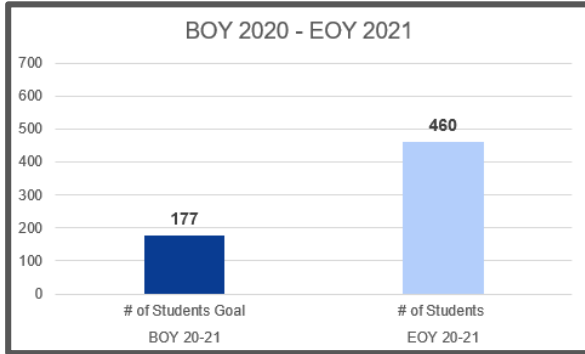
Advanced Placement Equity Goal Update



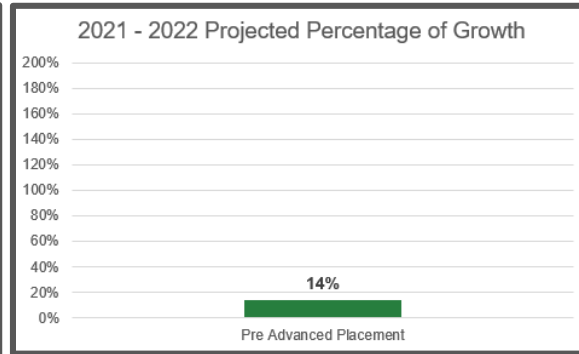
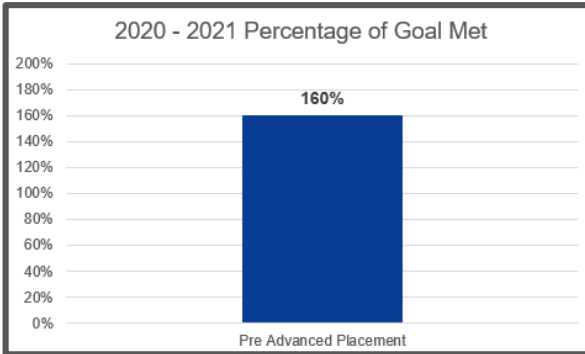
Yearly Goal: African American students will increase by 14% (78 students) in AP enrollment.

Established goal for 20-21 was surpassed by 346 students. The 21-22 goal is to increase by 35 students which is a 24% increase. Support through advising and recruitment.

Pre Advanced Placement Equity Goal Update

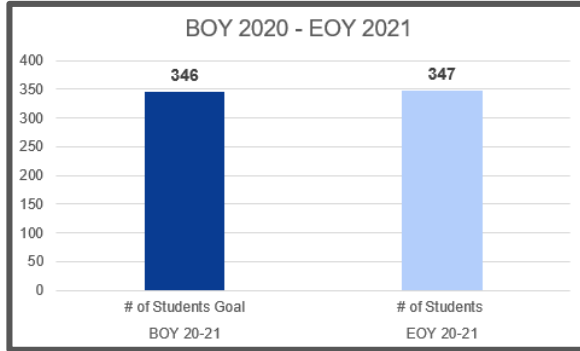


Yearly Goal: *Males students will increase by 14% (177) in participation in PAP enrollment.*



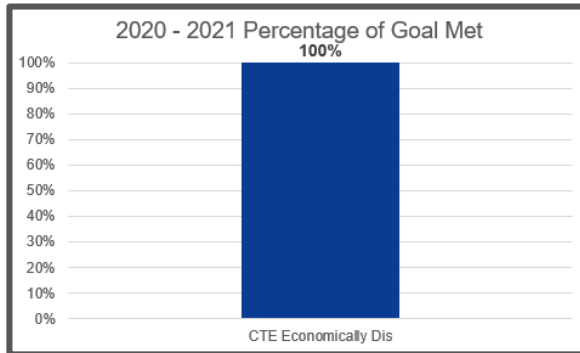
Established goal was surpassed by 283 students. Goal for 21-22 is to add 177 AA students through recruitment and advising.

CTE Economically Dis Equity Goal Update



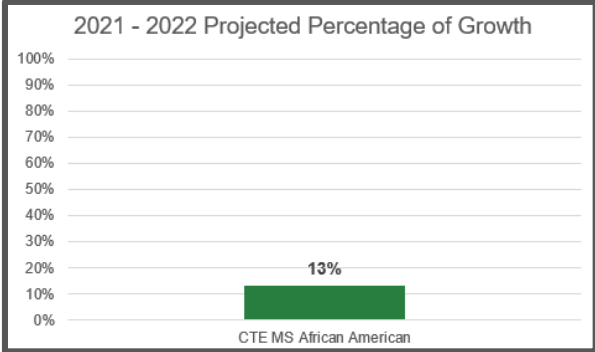
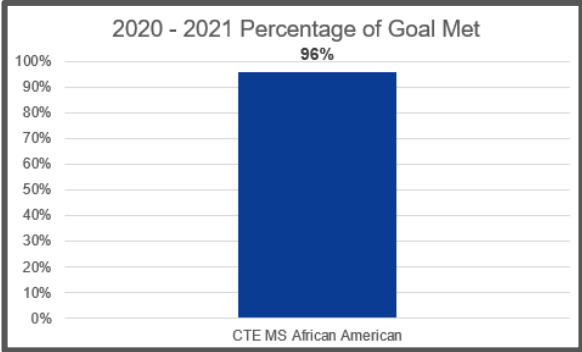
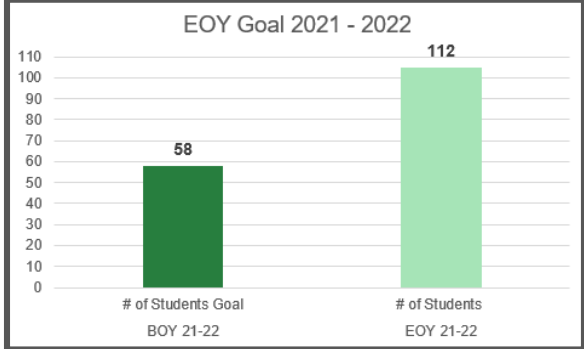
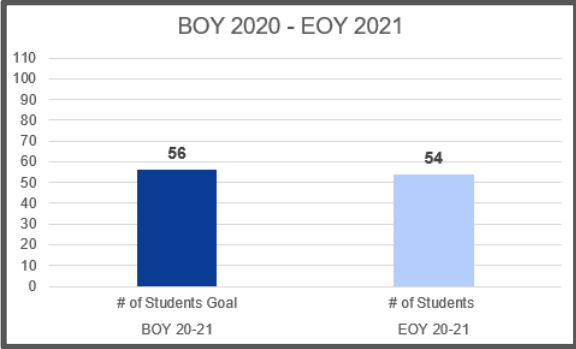
Yearly Goal: *By the end of the 2020-2021 school year, the district will increase participation of Economically Disadvantaged students in CTE courses by 6% (1/3 of 18%) or 346 students*

Goal in 2020-21 was 346 students and increase was 347 students. Goal for 2021-22 is to increase by 346 students.



Action Plans – intentional advisement of Econ Dis students and marketing by programs of study

CTE MS AA Equity Goal Update



Yearly Goal 2: The district will increase future participation of African American middle school students in CTE courses by 12.3% (170 students)

Goal in 2020-21 to increase by 56 students. The increase was 54 students. Year 2 goal is to increase by 58 students.

Action Plans – intentional advisement of Econ Dis students and marketing by programs of study

Strengthening the Work of Equity in CISD

Equal **Opportunity**
Schools

Ensuring that **low-income and students of color have equitable access** to America's most academically intense high school programs and succeed at the highest levels.



TxNSI

TEXAS NETWORK FOR
SCHOOL IMPROVEMENT



CROWLEY INDEPENDENT SCHOOL DISTRICT

EQUITY HOME



Equity Quarterly Review

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